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ABSTRACT

This report presents findings of an evaluation, conducted in 1994, of 10 Leadership in Accountability Demonstration (LAD) schools in the San Diego City Schools. The report provides information on the status of accountability implementation, particularly regarding the schools' recognition and intervention practices. The evaluation sought to determine the extent to which the LAD schools articulated and implemented an accountability system and addressed each of the four elements of accountability. The four elements of accountability included standards, related assessments, recognition and intervention measures, and public reporting practices. Data were obtained from school self-assessments and onsite observation (validation review). Findings show that the average highest ratings were in the area of standards, where most schools placed at performance levels 3 and 4 (on a scale of 1 to 4). The next highest ratings were for assessment, followed by articulation and implementation of the accountability system. Slightly lower average ratings were found for public reporting and recognition/intervention. The 10 LAD schools have continued to move forward in their accountability efforts. In the first project year, sites focused on the identification of standards and related learner outcomes and began to investigate performance-based assessments to measure progress toward those outcomes. During the second year, LAD schools began using their work in standards and assessment to identify appropriate recognition and intervention strategies and report on student achievement and programs toward meeting school goals and expectations. Five recommendations to improve the LAD system include: (1) promote the expansion of the accountability self-assessment process; (2) develop and disseminate suggested strategies to help sites make the "next step" in progressing along the accountability continuums; (3) investigate ways to continue building assessment capacity at the site and district level; (4) provide support and training for schools in the identification and application of appropriate means of recognizing success and the modification of programs and practices to intervene when progress is not made; and (5) bring into alignment all accountability systems and requirements from national initiatives (Goals 2000, Title I, School-to-Work), state projects (Program Quality Review, Western Association of Schools and Colleges Accreditation, state assessments), and district activities (LAD, Comprehensive Site Plan, professional development, district assessment). One table and five figures are included. Appendices contain an accountability process overview, the 1994-95 LAD evaluation plan, accountability rubrics, accountability rubic summary matrix, and a self-assessment and validation review rating sheet. (LMI)

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San Diego City Schools
Planning, Assessment and Accountability Division

INTERIM REPORT ON THE IMPLEMENTATION OF ACCOUNTABILITY AT THE LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION (LAD) SCHOOLS

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INTERIM REPORT ON THE IMPLEMENTATION OF ACCOUNTABILITY AT THE LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION (LAD) SCHOOLS

Prepared by
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January 17, 1995

SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Planning and Accountability Team
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January 17, 1995

EXECUTIVE SUMMARY

ISSUE/CONCERN

In June 1994, the board reviewed a *Progress Report on the Leadership in Accountability Demonstration (LAD) Schools*. Key findings from the study indicated that, approximately six months into the accountability implementation process, LAD schools were progressing in their work in the areas of standards and assessment but were only in the initial stages of addressing the elements of recognition/intervention and public reporting. After discussion of the progress study findings, the board requested additional study of the ten LAD schools as well as an interim report by January 1995 on the LAD school accountability efforts. This report presents findings from the first part of a year-long evaluation study of the original ten LAD schools. The interim study involved a school self-assessment and validation review process to examine the schools' status in each of the four elements of accountability as well as the overall articulation and implementation of an accountability system.

BACKGROUND

The *Report and Recommendations of the Student Achievement Accountability Committee* (SAAC), approved by the board in March 1993, identified four major constituent elements of an accountability system--standards, related assessments, recognition and intervention measures, and public reporting practices. The report also delineated a three-phase accountability implementation process. Ten Leadership in Accountability Demonstration (LAD) schools participated in training and initial planning during the Development and Assessment Phase in the spring of 1993. They are now in the Resource/Assistance and Restructuring Phase which was designed to take place during the 1993-94 and 1994-95 school years. Progress was to be assessed at the end of those two years using multiple indicators, followed by a Renewal Phase involving the implementation of recognition and intervention measures based on each school's progress in demonstrating accountability.

In February and March of 1994, a progress study was conducted to examine what the LAD schools had accomplished during the first half of the 1993-94 school year to implement the four elements of accountability. Among the key findings from this study was the indication that LAD schools had dedicated considerable time to the identification of standards and learner outcomes, and to the selection and/or development of related assessments. However, the schools were still in the beginning stages of addressing the accountability elements of recognition/intervention and public reporting. This was to be expected, since recognizing, intervening, and reporting need to be based on student achievement information from site assessments which identify progress toward the standards and learner outcomes.

During board discussion of the progress report, it was requested that interim information be collected on the status of accountability implementation, especially regarding recognition and intervention, and reported at a work session in January 1995. Therefore, the first part of a year-long study occurred during the fall of 1994 and involved site self-assessments of the

LAD schools' current status in the implementation of the four elements of accountability. These self-assessment results were then validated by central office reviewers. The complete evaluation is proposed to include formal data collection at the end of the 1994-95 school year through interviews, surveys, observations, and document analysis, with the results presented to the board in September 1995. In addition, the District Achievement Accountability Committee (DAAC) will gather data during the 1994-95 school year to review each school's progress in demonstrating accountability, and will make recommendations to the board in the fall of 1995 regarding recognition and intervention measures.

PURPOSE AND METHODOLOGY

The purpose of the first part of the evaluation study was to address the following questions:

- To what extent have the LAD schools articulated and implemented an accountability system and addressed each of the four elements of accountability?
- How do the schools rate their own achievement in each of these areas?
- Are the school self-assessments validated by external reviewers?

In the fall of 1994, four-point holistic evaluation rubrics were designed for each of the accountability elements, using the guiding principles and implementation guidelines from the SAAC report along with expertise from teachers and other staff members at the LAD schools. A fifth rubric was added to address the overall articulation and implementation of an accountability system. During November, each LAD school conducted a self-assessment using the five rubrics; they identified their performance level for each rubric, the types of evidence reviewed, and comments or observations. In early December, staff members from the Planning and Accountability Team (PAT), accompanied by one or two observers from the DAAC, visited each school to review site evidence and either validate the school rating or recommend a different performance level.

SUMMARY OF KEY FINDINGS

Self-Assessment Process and Validation Review Visits

School self-assessments were conducted under the leadership of site LAD teams or accountability committees. At about half the schools this process involved teachers or the entire staff while at other sites ratings were completed by the LAD team. To conduct the validation reviews, a PAT reviewer met with site administrators or members of the site leadership team at each school. Some schools provided the validation reviewer with extensive documentation to support the self-assessment ratings while others gave primarily verbal testimony. There was agreement about 86 percent of the time between the validation review and the self-assessment ratings.

Accountability Performance Levels

The highest average ratings were in the area of Standards, with most schools placed at Performance Levels 3 and 4. The next highest ratings were for Assessment and then Articulation and Implementation of an Accountability System. Slightly lower average ratings were found for Public Reporting and then Recognition/Intervention; in these areas most schools were at Performance Levels 2 and 3. No school was rated at Level 1 on any rubric, while validation reviewers assigned four ratings at Level 4 (one in standards, one in assessment, and two in public reporting).

Articulation and Implementation of an Accountability System. Validation reviewers placed nine of the ten schools at Performance Level 3 on this rubric. The reviews noted that schools

seem committed to implementing accountability, and are moving forward in addressing all accountability elements. Schools with new Comprehensive Site Plans indicated that the Annual Action Plan has assisted their processes for articulation and implementation of accountability. Weaknesses in this area were primarily related to stakeholder involvement. While schools and reviewers reported that teachers were highly involved and knowledgeable about the accountability system, there have been varying degrees of articulation to and involvement of other staff, parents, and students.

Standards. Validation review results showed one school rated at Performance Level 4 and nine schools at Level 3 in this area. All schools have identified standards and developed related learner outcomes or grade level expectancies based on the state frameworks, district goals and expectations, draft content standards, and other resources. So far the focus has been in language arts, although some sites have begun addressing mathematics as well. At most schools, the learner outcomes have been developed collaboratively by teachers with at least some involvement of other stakeholder groups. Staff turnover and high mobility have required a commitment at some schools to ongoing articulation in this area.

Assessment. Self-assessments and validation reviews placed one school at Performance Level 4, eight at Level 3, and one at Level 2. All ten schools provided reviewers with samples of site performance-based assessments and/or student portfolios. Since this is the first full year of implementation at most sites, schools indicated that complete results are not yet available to evaluate student progress toward identified standards and expectations. Validation reviewers noted that teachers have played a central role in the development or selection of the assessments, and that they have been trained in the holistic scoring process at most schools. Student and parent involvement in the assessment process was cited by several sites and reviewers as an area for continued improvement.

Recognition and Intervention. Validation reviewers rated three schools at Performance Level 3 and seven at Level 2 in this area. All schools were able to identify student recognition and intervention activities which relate in some way to academic achievement, but their efforts for staff and parents are less well defined. At this time, recognition and intervention practices for staff are largely informal, although some schools indicated they are exploring professional portfolios and alternative evaluation options. The primary issues placing schools more at Level 2 than Level 3 were the need to directly correlate recognition and intervention practices to student achievement and school progress, and the need to develop and implement processes for each stakeholder group.

Public Reporting. On this rubric, validation review results indicated that two schools were at Performance Level 4, four at Level 3, and four at Level 2. Schools rated highest were able to demonstrate they have multiple avenues to report out to the educational community, and to solicit input and involvement from teachers, staff, and parents. Those schools at Level 2 indicated they have in place a variety of communication practices, but reviewers noted that these activities are not necessarily tied to the accountability system nor to student achievement. Several schools mentioned they plan to make changes in their school portfolio exhibition process and/or utilize the Annual Action Plan to help address the area of accountability reporting.

CONCLUSIONS

Based on the spring 1994 progress study and the fall 1994 self-assessment and validation review process, the ten LAD schools have continued to move forward in their accountability efforts. In the first project year, sites focused primarily on the identification of standards and related learner outcomes, and began investigating performance-based assessments to measure progress toward those outcomes. These efforts are reflected in the higher average ratings for

standards (3.1) and assessment (3.0). During this second year, LAD schools have begun using their work in standards and assessment to identify appropriate recognition and intervention strategies, and report on student achievement and progress toward meeting school goals and expectations. The lower average ratings in recognition/intervention (2.3) and public reporting (2.8) parallel the schools' statements that, if these practices are to be based on student achievement and school progress, they must follow the development and implementation of site activities in standards and assessment.

LAD schools indicated that this self-assessment and validation review process was a valuable experience for the school and staff. Most sites noted that the accountability rubrics helped not only in assessing their current performance levels, but also in identifying the "next step" along each of the continuums to continue their efforts in implementing a student achievement accountability system.

The five schools with new Comprehensive Site Plans reported that the Annual Action Plan section has provided a vehicle to help focus the school accountability efforts, including the delineation of learner outcomes and related performance assessments, and the provision of a process for specifying the roles and responsibilities of each stakeholder group. These schools also noted that the information gathered through monitoring and evaluating the plan is expected to serve as one basis for recognition and intervention, and will become part of the accountability public reporting process.

RECOMMENDATIONS

1. Promote the expansion of the accountability self-assessment process, including training for LAD Phase II and all other schools as they begin accountability implementation. Provide further training at the site and central office level to make self-assessment and validation review processes more meaningful, comparable, and consistent. Include calibration in using the rubrics, direction for collecting and reviewing evidence, and strategies for involving all stakeholder groups and reaching consensus. LAD I school representatives might be trained as consultants and validation reviewers for other schools.

2. Develop and disseminate suggested strategies to help sites make the "next step" in progressing along the accountability continuums, utilizing expertise from the LAD school sites that were rated at the higher performance levels on the accountability rubrics. This could be incorporated into the Comprehensive Site Plan training.

3. Investigate ways to continue building assessment capacity at the site and district level in order to provide meaningful, consistent student achievement data which can be aggregated and disaggregated, and compared across schools in relation to the district standards and expectations.

4. Provide support and training for schools in the identification and application of appropriate means of recognizing success, and the modification of programs and practices to intervene when progress is not made.

5. Bring into alignment all accountability systems and requirements from national initiatives (Goals 2000, Title I, School-to-Work), state projects (Program Quality Review, Western Association of Schools and Colleges (WASC) Accreditation, state assessments), and district activities (LAD, Comprehensive Site Plan, professional development, district assessment). Provide support and training at the site and central office levels to coordinate these programs and commit resources to the districtwide implementation of accountability.

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January 17, 1995

ISSUE/CONCERN

In June 1994, the board reviewed a *Progress Report on the Leadership in Accountability Demonstration (LAD) Schools*. Key findings from the study indicated that, at the time of data collection approximately six months into the accountability implementation process, the LAD schools were progressing in their work in the areas of standards and assessment but were only in the initial stages of addressing the elements of recognition/intervention and public reporting. After discussion of the progress study findings, the board requested additional study of the ten LAD schools as well as an interim report by January 1995 on the LAD school accountability efforts. This report presents findings from the first part of a year-long evaluation study of the original ten LAD schools. The interim study involved a school self-assessment and validation review process to examine the schools' status in each of the four elements of accountability as well as the overall articulation and implementation of an accountability system.

BACKGROUND

In March 1993, the *Report and Recommendations of the Student Achievement Accountability Committee* (SAAC) was approved by the board. This report included a student achievement accountability policy statement and identified four major constituent elements of an accountability system: standards, related assessments, recognition and intervention practices, and public reporting. The report also delineated a three-phase accountability implementation process (see Appendix A), beginning with the identification of ten demonstration schools that would provide leadership in developing an accountability system model for the district. Training and initial planning occurred during the Development and Assessment Phase in the spring of 1993 for the nine elementary schools and one middle school that applied to become Leadership in Accountability Demonstration (LAD) schools. The Resource/Assistance and Restructuring Phase was then designed to take place during the 1993-94 and 1994-95 school years. The SAAC report stated that progress would be assessed at the end of those two years using multiple indicators and review processes. The Renewal Phase would involve the implementation of recognition and intervention measures based on each school's progress in demonstrating accountability.

The ten LAD schools received considerable training and support, beginning in the spring of 1993 and continuing throughout the 1993-94 school year, to assess site needs and begin the articulation and implementation of an accountability system based on the four elements of accountability identified in the SAAC report. Each school was assigned a central office administrator as an advocate who would work with a site administrator to facilitate communication and collaboration between the school and central office. These site and central office advocates meet monthly as the Accountability Achievement Coordinating Committee (AACC) to support the LAD schools in the development and implementation of accountability systems.

In February and March of 1994, a progress study was conducted by the Planning, Assessment, and Accountability Division to examine what LAD schools had accomplished during the first half of the 1993-94 school year to implement the four elements of accountability. Among the key findings from this study was the indication that LAD schools had dedicated considerable time to the identification of standards and learner outcomes, and to the selection and/or development of related assessments. However, the schools were still in the beginning stages of addressing the accountability elements of recognition/intervention and public reporting. This was to be expected, since recognizing, intervening, and reporting need to be based on student achievement information from site assessments which identify progress toward the standards and learner outcomes.

Other district activities impacting accountability implementation also occurred during the past two years. Beginning with the 1993-94 school year, the district implemented a new comprehensive planning structure which was designed to incorporate processes to address the four accountability elements. Forty-five schools, including five of the LAD schools, wrote plans in this new format during 1993-94. The other five LAD schools were required to integrate the accountability elements into their existing single site plans until they enter the Comprehensive Site Plan cycle. In October 1994, thirteen additional schools were selected for LAD Phase II; these schools were among those who wrote Comprehensive Site Plans in 1993-94 or who are writing plans in 1994-95. The original ten LAD schools have been partnered with the LAD II schools to help in the training and to provide support as the new schools begin developing accountability systems for their sites.

One of the recommendations from the spring 1994 progress report called for a more formal study at the end of 1994-95 to assess accountability implementation at the LAD schools after two full years in the program. However, during board discussion of the progress report, it was requested that interim information be collected on the status of accountability implementation, especially regarding recognition and intervention. The board recommended that a work session be held in January 1995, focusing on accountability and the LAD school efforts.

As a result of the board's request, the Planning and Accountability Team (PAT) developed an evaluation plan for the original LAD project, to be conducted in two phases during the 1994-95 school year (see Appendix B). The first part of the study occurred during the fall of 1994 and involved site self-assessments of the LAD schools' current status in the implementation of the four elements of accountability. These self-assessment results were then validated by central office reviewers. The complete evaluation is proposed to include formal data collection at the end of the 1994-95 school year through interviews, surveys, observations, and document analysis, with the results presented to the board in September 1995. In addition, the District Achievement Accountability Committee (DAAC) will gather data during the 1994-95 school year to review each school's progress in demonstrating accountability, and will make recommendations to the board in the fall of 1995 regarding recognition and intervention measures.

PURPOSE OF THE INTERIM STUDY

The purpose of the first part of the evaluation study was to address the following questions:

- To what extent have the LAD schools articulated and implemented an accountability system, and addressed each of the four elements of accountability?
- How do the schools rate their own achievement in each of these areas?
- Are the school self-assessments validated by external reviewers?

The findings from this interim study were also expected to identify exemplary practices which might assist other schools, especially in the areas of recognition/intervention and public reporting. In addition, the study would serve to provide an assessment instrument for current and future use by the original ten LAD schools, the thirteen LAD Phase II schools, and all other district schools as they begin the implementation of accountability systems.

METHODOLOGY

Development of the Evaluation Instrument

In order to assess the extent to which LAD schools have implemented the four elements of accountability, the Planning and Accountability Team proposed the development of a set of holistic evaluation rubrics. Site and central office advocates supported the idea at the September 1994 AACC meeting, and each LAD school administrator nominated one or two site staff members to serve on a rubric development committee. On September 20, sixteen representatives from nine LAD schools (nine classroom teachers, three resource teachers, one instructional aide/governance team member, one vice-principal, and two principals) came together to draft rubrics for each of the four elements of accountability. Facilitated by PAT staff, the committee members examined in detail the original SAAC report, reviewed sample holistic rubrics and scoring processes, and shared site experiences. They then divided into groups and drafted a four-point holistic evaluation rubric for each accountability element--standards, assessment, recognition/intervention, public reporting. After further discussion, the committee decided to add an additional rubric to address the overall articulation and implementation of a site-based accountability system.

The draft rubrics were disseminated to the ten LAD schools and their central office advocates on September 30, with feedback requested by October 24. Revisions were made and the modified rubrics were sent out to the schools on November 1, 1994. Conceptually, the rubrics are actually continuums which range from descriptors of a school at the beginning stages of development (Level 1) to a school where there is full implementation and involvement of all stakeholders (Level 4). The complete rubrics are found in Appendix C, while Appendix D contains a compilation of all five rubrics into a summary matrix of the key statements for each performance level.

Data Collection

Self-Assessment. The ten LAD schools conducted a self-assessment, using each of the five accountability rubrics, between November 1 and November 23, 1994. General directions for carrying out the self-assessment were presented at the October 21 meeting of the AACC, and were then disseminated by memo on November 1. Schools were asked to:

- Review applicable site evidence, related to the implementation of accountability, with the staff, governance team, and other stakeholders;
- Compare their evidence to the performance level descriptors for each rubric, and select the rating point which best reflects their assessment of the school's status at that point in time;
- Complete a self-assessment rating sheet (see Appendix E), noting the performance levels, evidence/documentation reviewed, and any observations or comments.

Validation Reviews. Staff members from the Program Accountability and Consolidated Programs Services Units were assigned as validation reviewers; six resource teachers conducted one site visit each, while two specialists each reviewed two schools. Following a one-hour training session, the reviewers examined their assigned school's self-assessment and then arranged to visit the school between November 28 and December 7. Validation reviewers were directed to:

- Meet with site representatives to review the same evidence/documentation used by the school in determining its self-assessment ratings;
- Validate the site rating, or recommend a different performance level, based on the evidence available and discussion with site representatives;
- Complete a validation-review rating sheet, noting the performance levels, evidence reviewed, and any observations or comments;
- Gather additional information regarding the involvement of the school's governance structure in the self-assessment, in the development of processes for recognition and intervention, and in the LAD program overall.

At the November 8 meeting of the DAAC, the accountability rubrics and evaluation process were presented and members were invited to observe the validation reviews. Thirteen of the DAAC members were able to participate in a review visit.

Data Analysis

Information on the self-assessment process was summarized from the self-assessment and validation review rating sheets. Performance level ratings were tabulated and graphed for each of the five rubrics according to the number of schools placed at each rating point. Average ratings were also determined for the self-assessment and validation review results for each rubric. The types of evidence reviewed, and the comments from site teams and validation reviewers, were analyzed holistically and summarized for each rubric.

LIMITATIONS

The short time available for planning and conducting this part of the study resulted in some inconsistencies in the self-assessment and validation review processes, and thus limitations in the comparability and generalizability of the findings. Due to the timeline, in part resulting from the year-round school fall vacation schedule, site teams did not receive specific training on conducting the self-assessment. Therefore, schools took different approaches in gathering data and rating themselves on the accountability rubrics, and involved staff and other stakeholders to varying degrees. Without previous experience in this process, and without more complete training on reviewing evidence and holistically assigning performance levels, sites may have been inconsistent in their ratings. In addition, since the LAD schools were not told initially to collect and maintain specific documentation, sites have differing amounts and types of written evidence available to support their self-assessment ratings.

Validation reviewers received only one hour of training before visiting sites for the validation reviews. Again, without experience and more complete training, reviewers may have been inconsistent in assigning performance ratings based on the available evidence and testimonials provided by the schools. Cases of disagreement between site and reviewer ratings were handled differently among reviewers. Some discussed differences with the site team and reached consensus on ratings, while other reviewers assigned different rating points without reaching consensus with the site. Each school was also given the choice of determining who from the site would be involved in the validation review visit, resulting in additional differences in the validation review process.

KEY FINDINGS

Self-Assessment Process and Validation Review Visits

Self-Assessments. Five schools reported that the self-assessment was conducted with input from or involvement of the teachers or the entire staff. Three of these schools had teachers or staff groups work on different rubrics and then share their recommended ratings with the

entire staff; the other two schools had teachers individually recommend ratings which were then compiled by the administrator or LAD team. At four schools the LAD site team met together to determine the self-assessment ratings, while one school had a different site committee assess each of the rubrics. In all cases, the sites indicated that final ratings were shared with the staff and the appropriate governance groups. During debriefing at an AACC meeting, representatives from most of the schools reported that they found the rubrics to be very useful tools, and the process a valuable one for the school and staff.

Schools reported using a variety of evidence and documentation to determine their self-assessment ratings. Types of evidence included student portfolios and portfolio menus or checklists; site-developed learner outcomes and observable behaviors; Annual Action Plans; performance assessments and rubrics; minutes and agendas from committee meetings, governance groups, staff development sessions, parent activities; newsletters, brochures, school handbooks, School Accountability Report Cards; school portfolios and documentation from exhibitions.

Validation Reviews. At two schools, the reviewer met with a site administrator (principal or vice principal) to conduct the validation review. The review visit at three other schools involved the principal, along with the vice principal and/or site resource teacher. At the remaining five schools, one or more classroom teachers joined the administrator(s) for the validation review visit. Nine of the ten validation review visits were observed by one or two DAAC members. Validation reviewers reported that the site visits ranged in length from one to two hours.

Validation reviewers at three schools indicated that much of the site evidence was provided orally, through testimonials from the participating staff. In contrast, reviewers for four other schools noted that extensive documentation was made available on-site. During a debriefing of the process, three validation reviewers reported that the site representatives appeared uncomfortable and nervous about the validation review process, and seemed challenged to prove themselves in trying to justify the self-assessment ratings. In two of these cases, the reviewer expressed disagreement with the site rating on one or more of the rubrics; after discussion, one school did change the self-assessment ratings to agree with the validation reviewer.

Accountability Performance Levels

Table 1 summarizes the self-assessment and validation review ratings for each of the five accountability rubrics. Overall, there was agreement about 86 percent of the time between the validation review and the self-assessment rating; in 6 percent of the cases the validation reviewer recommended a higher rating, while in 8 percent the reviewer's rating was lower than the self-assessment level. Standards had the highest average ratings with most schools placed at Performance Levels 3 and 4. The next highest ratings were for Assessment and then Articulation and Implementation of an Accountability System. Slightly lower average ratings were found for Public Reporting and then Recognition/Intervention; in these areas, most schools were at Performance Levels 2 and 3. No school was rated at Level 1 in any area, while validation reviewers assigned four ratings at Level 4 (one in standards, one in assessment, and two in public reporting).

TABLE 1
Number of Schools at Each Performance Level and Average Performance Level Ratings
Self-Assessment and Validation Review Results

Perf. Level	Articulation & Implementation		Standards		Assessment		Recognition & Intervention		Public Reporting	
	Self	*Valid.*	Self	*Valid.*	Self	*Valid.*	Self	*Valid.*	Self	*Valid.*
4	1	*0*	2	*1*	1	*1*	0	*0*	1	*2*
3	7	*9*	7	*9*	8	*8*	4	*3*	6	*4*
2	2	*1*	1	*0*	1	*1*	6	*7*	3	*4*
1	0	*0*	0	*0*	0	*0*	0	*0*	0	*0*
Average	2.9	*2.9*	3.1	*3.1*	3.0	*3.0*	2.4	*2.3*	2.8	*2.8*

Articulation and Implementation of an Accountability System. The Accountability System Guiding Principles from the SAAC report were used to help develop the overall articulation and implementation rubric. A Level 4 school in this area has fully implemented a site accountability system, including integrating accountability into school planning processes with the involvement of all stakeholder groups. The accountability system is responsive to the identified needs of students, and includes all the constituent elements. Expectations for student achievement have been articulated to all stakeholders and provide the focus for teaching and learning; stakeholders know their roles and demonstrate their responsibilities for student achievement. An ongoing self-review process is in place through which the governance team coordinates the evaluation and communication of student achievement and school progress toward goals and expectations.

Figure 1 summarizes the results of the self-assessment and validation review ratings for this overall articulation and implementation rubric. According to the self-assessments, one school placed itself at Performance Level 4, seven schools were identified at Level 3, and two schools rated themselves at Level 2. Eight of these ten ratings were validated by the reviewer; in the two cases of disagreement, one reviewer recommended a higher rating (Level 3 rather than the site-assigned Level 2), while in the other case the reviewer gave a lower rating (Level 3 rather than the site's Level 4).

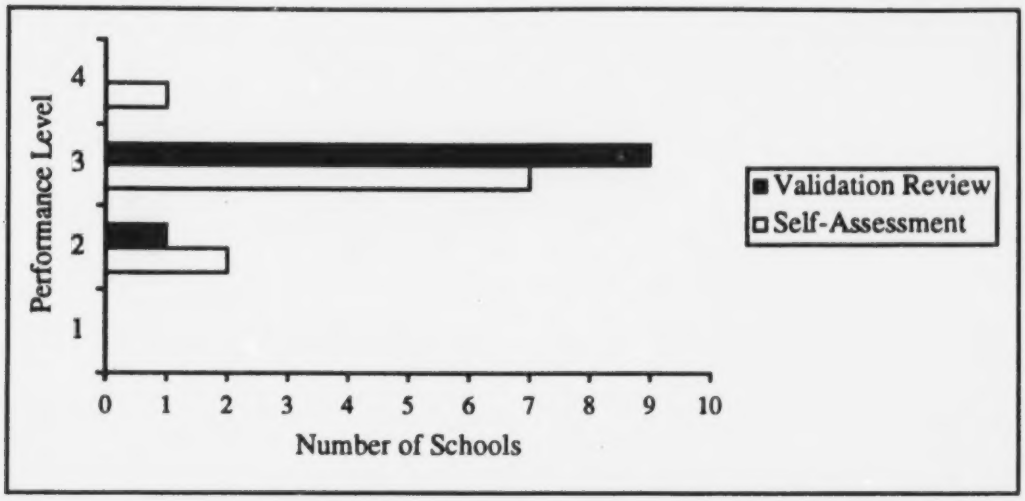

Figure 1. Validation Review and Self-Assessment Ratings for Articulation and Implementation of an Accountability System

To what extent have the LAD schools articulated and implemented an accountability system?

The schools and validation reviewers referenced a wide variety of evidence to support their ratings in this area. Comments on Level 3 schools included a note from one reviewer that the site seems "seriously committed to the accountability process," while another reported that the school is "in the process of moving from informed to involved on an ongoing basis." Still another reviewer wrote that the school "seems to have a handle on where they are and where they need to go next." At five schools, the reviewers indicated the site is developing or refining a self-review process to monitor accountability implementation, evaluate school progress and student achievement, and communicate results to the educational community. Five of the LAD schools have new Comprehensive Site Plans, and all of them particularly referenced the Annual Action Plan section as assisting their processes for the articulation and implementation of accountability.

Weaknesses were primarily identified in the area of stakeholder involvement. Both the schools themselves and the validation reviewers reported that, while most teachers seem to be aware of their roles and responsibilities relative to accountability for student achievement, there has been less articulation to and involvement of other staff, parents, and students.

Standards. The *Report and Recommendations of the Student Achievement Accountability Committee* indicated that "the accountability process at each school will be correlated with a district system of high standards." Schools at Level 4 in this area have identified standards and prioritized them based on site-identified needs. Learner outcomes and observable behaviors have been collaboratively developed based on the standards, and have been clearly articulated to the entire educational community. Professional development focuses on improving teaching practices and adjusting instruction to meet the diverse needs of the student population.

As can be seen in Figure 2, the ratings in the area of standards differed slightly between the self-assessments and validation reviews. After conducting the self-assessment, two schools rated themselves at Performance Level 4, seven were identified at Level 3, and one gave itself a rating at Level 2. Eighty percent of these ratings were validated by the reviewers; in one

case, the validation reviewer assigned a higher rating than the self-assessment (Level 3 rather than Level 2), while in another case the reviewer felt Level 3 was more appropriate than the site-designated Level 4.

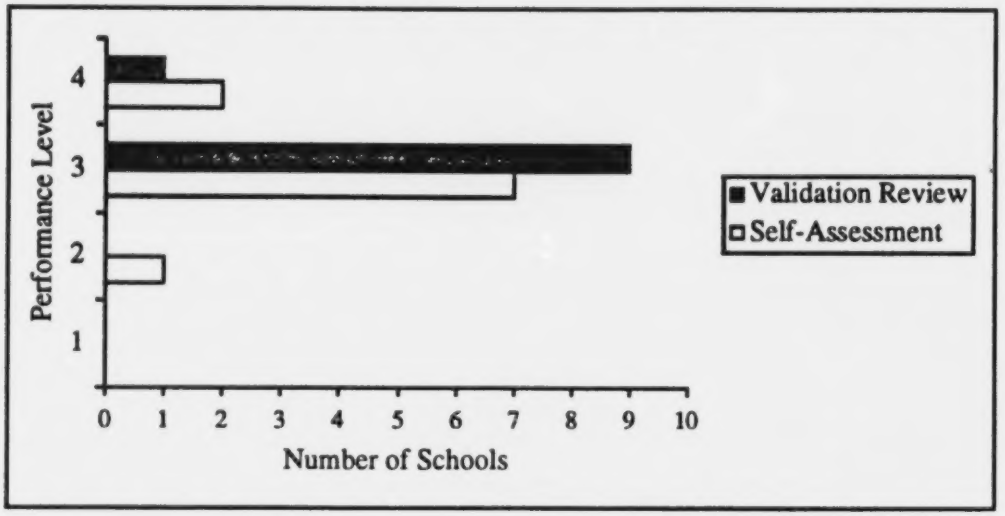

Figure 2. Validation Review and Self-Assessment Ratings for Standards

Have the LAD schools identified high standards for student achievement? Have learner outcomes and accompanying performance expectations been developed?

All ten schools have identified standards and developed related learner outcomes or grade level expectancies. Evidence included site Annual Action Plans with selected standards, learner outcomes, and key observable behaviors; grade level expectancies brochures; developmental continuums; portfolios and portfolio checklists; and agendas from staff development activities. Schools reported using the state curriculum frameworks, draft district standards, district goals and expectations, New Standards Project materials, and documents and information from other states and districts, in identifying standards and developing their learner outcomes.

At all schools, the focus so far has been in language arts, as per the district emphasis. Some schools have begun addressing mathematics, while one school has extended the process to other content areas as well. Several sites reported that they began work in this area before becoming LAD schools, and in some cases the school terminology is not yet fully aligned with the new district, state, and national language. Most schools reported that the learner outcomes have been developed collaboratively by teachers with at least some involvement of other stakeholder groups.

Self-assessment and validation review comments indicated that efforts are continuing at all schools to articulate the outcomes and expectations to the entire educational community, and to further involve all staff, parents, and students. Reviewers at two schools noted that staff turnover and a highly mobile community have required a commitment to on-going development and articulation in this area.

Assessment. The SAAC report recommended that a variety of assessment instruments and data sources be employed to evaluate student and school performance in light of adopted standards, and that on-going self-evaluation should be a key component of any assessment system. A school at Level 4 would have a site assessment system in place in at least one area of focus, and be in the process of development and implementation for other academic areas. The Level 4 school is utilizing multiple forms of assessment to identify student progress toward the learner outcomes and standards, and students are provided with a variety of opportunities to demonstrate what they know and are able to do. Teachers meet regularly to examine student work, and they utilize assessment results to modify the teaching and learning process. Students are also actively involved in examining and assessing their own work.

Figure 3 summarizes the ratings on the assessment rubric. In this area there was 100 percent agreement between the self-assessment and validation review ratings. One school was rated at Performance Level 4, eight schools were placed at Level 3, and one school was assigned to Level 2.

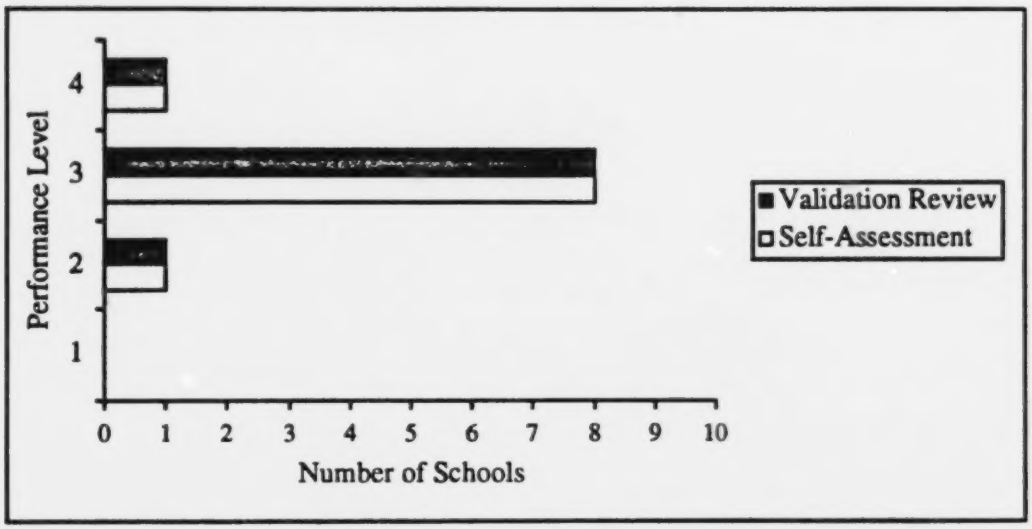

Figure 3. Validation Review and Self-Assessment Ratings for Assessment

What performance-based assessments are being utilized at the LAD schools? Do the assessments measure student progress toward the site-identified standards and learner outcomes? When will the assessments be administered and how will they be scored?

All ten schools provided the validation reviewers with samples of site performance-based assessments and/or sample student portfolios. The majority of the evidence reflected assessments in the area of language arts, again in accordance with the district emphasis. Several schools noted that this is the first full year of implementation of new assessment systems, so results may not be available yet to evaluate student achievement and school progress toward identified standards and expectations. However, most schools indicated they plan to administer assessments and/or evaluate portfolios on a schoolwide basis between two and four times during the year.

Eight schools reported they are using holistic scoring rubrics to evaluate student work, and that teachers have been trained in the holistic scoring process. At six sites, the self-

assessment and/or validation review information indicated that teachers meet collaboratively to examine student work or review assessment results. Seven of the validation reviews noted that teachers have played a central role in the development and/or selection of the assessments, and most also noted that schools have made a variety of efforts to share information about the assessments and the results with parents. Six schools reported that students have at least some involvement in the assessment process; this participation ranged from student selection of portfolio items, to students scoring their own work and that of peers. Student and parent involvement in the assessment process were cited by several sites and reviewers as an area for continued improvement.

Recognition and Intervention. The SAAC report indicated that "recognition and intervention practices will be used to acknowledge student achievement and to assure appropriate consequences if a school does not achieve its goals and objectives." A school at Level 4 is implementing a recognition and intervention system for all stakeholders (students, staff, parents, community) that is directly related to achievement of the school's identified standards and learner outcomes, and the district goals and expectations. There is a clearly defined, on-going self-review process in place, and stakeholders can articulate their roles and responsibilities for student achievement. The system identifies and provides appropriate recognition to stakeholders who contribute to improved student achievement, and also identifies and provides appropriate support for stakeholders requiring assistance.

In addressing this accountability element, the rubric development committee felt it necessary to further delineate between recognition and intervention, noting that schools may be farther along in one area than the other. Therefore, schools and validation reviewers were asked to identify performance levels for recognition and intervention separately, as well as assign an overall rating. Figure 4 represents the overall ratings for recognition and intervention. Based on the self-assessment results, four schools assigned themselves to Performance Level 3 and six schools placed themselves at Level 2. Validation reviewers agreed with these ratings at nine of the ten schools; the other school was assigned a rating at Level 2 rather than the site-selected Level 3.

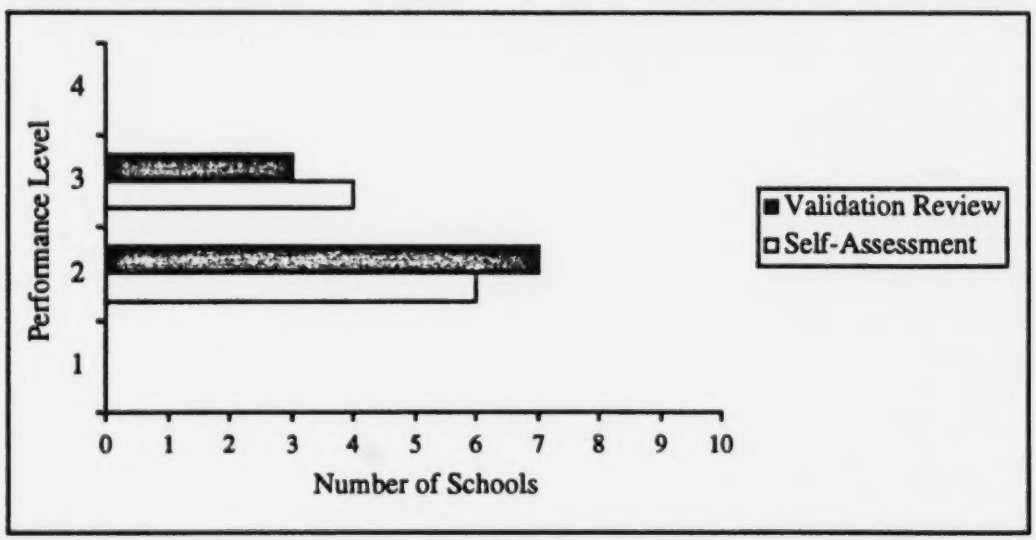

Figure 4. Validation Review and Self-Assessment Ratings for Recognition and Intervention

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Eight of the ten schools rated themselves at the same level in both recognition and intervention (four at Level 3 and four at Level 2). Seven of these eight ratings were validated by the reviewer; in one case, the reviewer raised the school from Level 2 to Level 3 in the area of intervention. At the two schools that assigned different performance levels in recognition and intervention, both considered themselves to be performing at Level 3 in recognition, but at Level 2 in intervention and more at a Level 2 overall.

How will a recognition and intervention system be implemented for stakeholders? What will happen when assessment information shows progress is or is not being made toward the standards and learner outcomes?

Schools provided primarily verbal reports and testimonials on student, staff, and parent recognition and intervention practices in place at their sites. One school has prepared checklists which identify recognition and intervention activities for each stakeholder group; the site reported that these actions are correlated to student achievement in language arts. Another site has developed extensive lists of student intervention and recognition strategies, as well as brief lists for staff and parents. Four schools mentioned that they have just this year completed the identification of specific learner outcomes (either through the Annual Action Plan or other site activities) and are now implementing schoolwide assessments correlated to those outcomes. These schools reported that they are currently in the process of specifying recognition and intervention measures to apply when the data from these assessments are available at the end of this school year.

All schools were able to cite student recognition and intervention activities which relate in some way to academic achievement. Most schools said that students are recognized in classroom and schoolwide activities for academic accomplishments; all schools could also reference student intervention processes, many of which are based in the site consultation team concept. Four schools noted that student/teacher/parent contracts are being used as part of the recognition and intervention system. However, validation reviewers indicated that additional development is needed to more directly relate these contracts to student achievement and school goals, and to identify processes for follow-up when one or more parties do not carry-out their part of the contract.

Implementing meaningful, appropriate recognition and intervention measures for staff continues to be an area of concern for schools. Two sites reported on the use of professional portfolios in relation to teacher recognition and intervention. Four schools also mentioned the alternative evaluation options for certificated staff. Otherwise, staff recognition and intervention procedures were reported as largely informal. Recognition activities listed site bulletins, administrative and peer feedback, and invitations to make conference or workshop presentations. Intervention strategies included administrative feedback and recommendations for professional development. One reviewer noted that the site has "few formal options for providing recognition and intervention for teachers and other stakeholders," a perspective reported by several other validation reviewers as well.

The primary issues placing schools more at Level 2 than Level 3 were the need to directly correlate recognition and intervention practices to student achievement, and the need to develop and implement processes that apply to all stakeholders: students, teachers, other staff, parents, and the community. One reviewer noted that the site indicated "they need to develop a more consistent method for recognition and intervention that correlates to the accountability plan." Another school wrote in its self-assessment that they focus on "recognizing students and staff members for participation, honors and achievements, and working collaboratively" but are just "beginning to align our recognition and intervention measures with student achievement."

Public Reporting. One of the guiding principles in the *Report and Recommendations of the Student Achievement Accountability Committee* stated that "schools will fully and accurately report student achievement results in a public process that emphasizes progress achieved." The Level 4 rubric descriptors call for student achievement to be the primary focus of the accountability reporting process, and for accountability reporting to be an integral part of school planning. At this level, there is a comprehensive understanding among all stakeholders of goals, expectations, and responsibilities, and there is a well-defined two-way system of communication among the stakeholders about student achievement and progress toward those goals and expectations. The school also has in place an on-going self-review process to evaluate and communicate school performance in accountability for student achievement.

Figure 5 provides a graphic display of the results in public reporting. In the self-assessment results, one school placed itself at Performance Level 4, six schools were at Level 3, and three schools assigned themselves to Level 2. Eight of these ratings were validated by the reviewers, while two reviewers recommended different ratings--one higher (Level 4 rather than the site-assigned Level 3), and one lower (Level 2 over the site-selected Level 3).

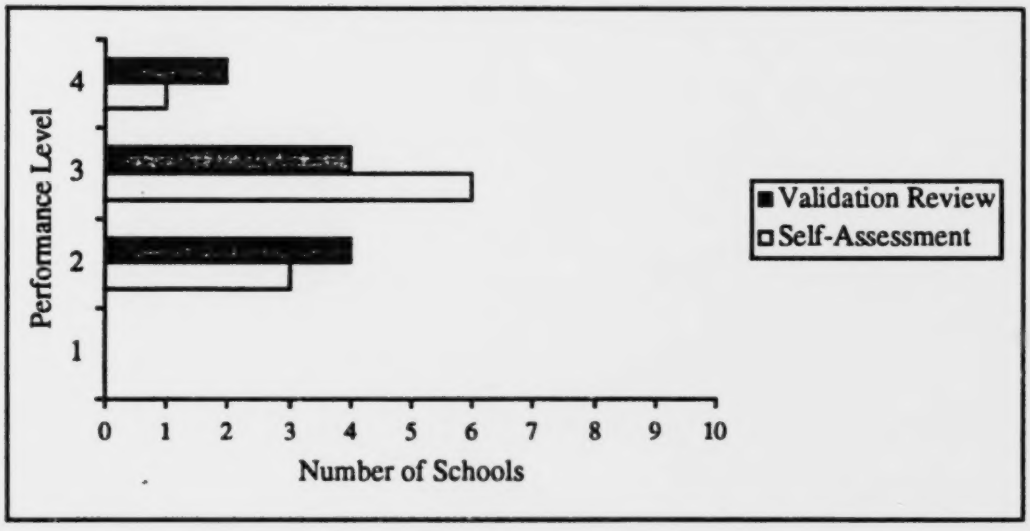

Figure 5. Validation Review and Self-Assessment Ratings for Public Reporting

How will schools report school progress and student achievement to the educational community? Will the school portfolio/exhibition show evidence of progress toward the standards and learner outcomes?

Schools referenced a wide variety of evidence when reporting on their performance in this area, but validation reviewers indicated that most of the information was shared orally. Some schools did show materials such as sample parent bulletins, newsletters, and brochures; minutes and agendas from meetings and inservice activities; student handbooks; charts and lists of committees and governance groups. The two schools rated at Level 4 were able to demonstrate that they have multiple avenues through which they report out to the educational community; they also regularly solicit input and involvement from teachers, staff and parents.

Schools rated at Level 2 indicated they have a variety of reporting activities, but these are not necessarily tied to the accountability elements nor to student achievement. Communication at these sites was also primarily one-way, from school to home, through parent conferences and traditional activities such as Open Houses. Sites rated at Levels 2 and 3 identified several ideas to help improve in this area, including using student portfolios and exhibitions in public reporting activities; connecting reporting to the Annual Action Plan learner outcomes and observable behaviors; modifying the School Accountability Report Card to reflect the accountability elements; and having the LAD team and/or governance team take leadership in communicating school performance.

Accountability and School Governance Structures

Validation reviewers were asked to gather additional information from the schools regarding the school governance structure in relation to the accountability self-assessment, development and implementation of a recognition and intervention system, and the overall LAD project. All schools indicated that their accountability efforts are primarily coordinated by a site LAD team, or an Assessment and Accountability Team if school committees are organized around the five Design Tasks. The core of this LAD team or accountability committee is usually the site leadership team that participated in the original training sessions. According to the schools, this accountability committee informs and consults with the site governance team on a regular basis; in most cases one or more members of the accountability committee are also on the governance team. One school reported that, beginning with the 94-95 school year, the school governance team has become the LAD team; the committee is looking into developing a rubric to monitor school programs and assess the school's accountability efforts. At another school, the governance team by-laws were modified to write in a responsibility for overall accountability as related to the district expectations.

At all schools, the site governance team was informed about the self-assessment process and advised of the results. One site had the governance team rate the school on the overall rubric for Articulation and Implementation of an Accountability System. Reviewers at two other schools reported that the self-assessment was conducted by the staff or accountability team, with the results presented to the governance team for approval by consensus. At four schools, staff members who were also governance team members participated in completing the self-assessment. For the remaining three schools, the results were reported to the governance team after the self-assessment was completed by the accountability team or staff.

At most LAD schools, the staff and/or accountability committee have primary responsibility for development and implementation of the recognition and intervention system. Governance teams have been kept informed but most have not been directly involved. One reviewer made a comment that seemed to be representative, indicating that the "school is still in the process of developing and articulating the governance team's role in this area."

CONCLUSIONS

The ten Leadership in Accountability Demonstration schools have continued to move forward in their accountability efforts. To assess the extent to which these schools have implemented an accountability system, self-assessments and validation review visits were conducted during November and December 1994, using four-point holistic evaluation rubrics. The highest performance ratings were in standards and assessment, with most schools placed at Performance Level 3. Schools were mostly at Levels 3 and 2 in public reporting, and more at Level 2 in recognition and intervention. Validation reviewers assigned four Level 4 performance ratings--one in standards, one in assessment, and two in public reporting.

Implementation of Accountability

Articulation and Implementation of an Accountability System. The results of the spring 1994 progress study and the fall 1994 interim study indicate that LAD schools focused in the first year on the identification of standards and related learner outcomes. The schools then began investigating and implementing performance-based assessments to measure progress toward attainment of these site-identified outcomes. During this second year, schools have begun using their work in standards and assessment to identify appropriate recognition and intervention strategies, and report on student achievement and progress toward meeting school goals and expectations.

Standards and Assessment. Schools have continued to expand and refine their efforts in the areas of standards and assessment. In the spring 1994 progress study, all LAD schools at least mentioned standards, and seven of the ten discussed the development of learner outcomes and benchmark indicators. At that time, the schools were also in the process of implementing portfolio systems and/or performance-based assessments. By the fall of 1994, the LAD schools all had learner outcomes or grade-level expectations in place, at least in language arts, which they indicate have been developed from district standards and expectations as well as the state frameworks. The schools are also well on the way to implementing language arts performance-based assessments and portfolios on a schoolwide basis. Teachers are starting to examine student work collaboratively, and involve students in the assessment process.

Recognition and Intervention. The spring 1994 progress report noted that those school representatives who even addressed the issue of recognition and intervention related it primarily to students, but not the other stakeholders identified in the SAAC report. Fall 1994 data indicate that schools have begun focusing on the areas of recognition and intervention, although they remain at different levels in this process. At this time, it appears that schools have a better understanding of the concept of recognition and intervention. The primary issue has become the investigation of ways to meaningfully connect recognition and intervention processes to the role of each stakeholder group in student achievement and the accomplishment of the school's goals and expectations. Several schools stressed that recognition and intervention practices should follow the development and implementation of site activities in standards and assessment.

Public Reporting. Based on the spring 1994 progress study, most of the reporting activities identified by the LAD schools seemed to be primarily one-way, from school to parents, and may or may not have been related to progress toward meeting learner outcomes and school goals. Only two of the schools had mentioned reporting to stakeholders on the whole school program. By the time of this fall 1994 self-assessment process, nearly all schools indicated that they have schoolwide exhibitions as well as other staff, parent and community activities for disseminating information and promoting participation. While some schools were able to articulate that their public reporting activities are aligned with the accountability system and student achievement, other schools have not yet fully made that correlation. At all schools, however, efforts continue to keep the educational community informed about school activities and involved in school events.

Integration of Accountability into School Planning Processes

At the five LAD schools with new Comprehensive Site Plans, these plans were referenced throughout the self-assessment and validation review listings of evidence, as well as in the comments and observations. One school self-assessment and validation review identified the plan as evidence for the rating in each of the five accountability rubrics. These five schools indicated that the Annual Action Plan has provided a vehicle to help focus the school

accountability efforts, including the delineation of learner outcomes and related performance assessments, and the provision of a process for specifying the roles and responsibilities of each stakeholder group. These schools also noted that the information gathered through monitoring and evaluating the plan is expected to serve as one basis for recognition and intervention, and will also become part of the accountability public reporting process.

Accountability Rubrics and School Self-Assessment

Most of the LAD schools indicated that this self-assessment and validation review process was a valuable experience for the site. Schools reported that the rubrics helped not only in assessing their current performance levels, but also in identifying the "next step" along each of the accountability continuums. One site requested that a list of strategies be developed to identify practices and processes which could help a school move along the continuum to the higher performance levels. The LAD Phase II schools also used the rubrics at their initial training to help in conducting the school needs assessment.

RECOMMENDATIONS

1. Promote the expansion of the accountability self-assessment process, including training for LAD Phase II and all other schools as they begin accountability implementation. Provide further training at the site and central office level to make self-assessment and validation review processes more meaningful, comparable, and consistent. Include calibration in using the rubrics, direction for collecting and reviewing evidence, and strategies for involving all stakeholder groups and reaching consensus. LAD I school representatives might be trained as consultants and validation reviewers for other schools.

2. Develop and disseminate suggested strategies to help sites make the "next step" in progressing along the accountability continuums, utilizing expertise from the LAD school sites that were rated at the higher performance levels on the accountability rubrics. This could be incorporated into the Comprehensive Site Plan training.

3. Investigate ways to continue building assessment capacity at the site and district level in order to provide meaningful, consistent student achievement data which can be aggregated and disaggregated, and compared across schools in relation to the district standards and expectations.

4. Provide support and training for schools in the identification and application of appropriate means of recognizing success, and the modification of programs and practices to intervene when progress is not made.

5. Bring into alignment all accountability systems and requirements from national initiatives (Goals 2000, Title I, School-to-Work), state projects (Program Quality Review, WASC Accreditation, state assessments), and district activities (LAD, Comprehensive Site Plan, professional development, district assessment). Provide support and training at the site and central office levels to coordinate these programs and commit resources to the districtwide implementation of accountability.

APPENDIX A

ACCOUNTABILITY PROCESS OVERVIEW

Accountability Process Overview

Phase 1: Development and Assessment Phase (February-June 1993)

1. Applications submitted by school sites interested in becoming Leadership in Accountability Demonstration (LAD) schools.

2. SAAC and area assistant superintendents select 10 demonstration schools from among applicants.

3. Demonstration schools conduct assessment of site needs. District Assistance Teams formed on the basis of site needs.

4. With assistance from the SAAC, demonstration schools, subject to the consensus agreement of their site governance teams, and District Assistance Teams will develop an accountability process. The process will include recognition and intervention plans and may be used as a model for a districtwide accountability system. The accountability process will be articulated to all stakeholders and integrated into existing planning processes at the LAD school sites. Waivers will be requested as needed.

5. The District Standards Board will develop district standards in language arts and mathematics. These standards will be articulated to the demonstration schools and to all stakeholders.

6. Demonstration schools will redirect resources and staff to meet the sites' accountability objectives.

7. Training and staff development will be provided at demonstration schools in developing standards, learner outcomes, alternative assessment and performance content. Training of stakeholders will be directly related to their responsibility in improving student achievement.

Phase 2: Resource/Assistance and Restructuring Phase (September 1993-June 1995; timeline adjustable)

1. With the help of District Assistance Teams and other district resource personnel, demonstration schools implement accountability within their existing site plans.

2. Training and staff development at demonstration schools and training of stakeholders continues.

3. Development of standards and learner outcomes continues.

4. Progress or lack of progress is assessed by review of multiple indicators and of findings of existing review processes. Site governance teams, with support from District Assistance Teams, evaluate results.

5. Site governance teams and the District Assistance Teams refer findings of the review process to the District Accountability Committee.

Phase 3: Renewal and Development/Assessment Phase (1995-)

1. Recognition for progress or intervention for lack of progress implemented; implementation shall not conflict with state law, school district policy or employee contracts.

2. In the 1994-1995 school year, all district schools will begin the Development/Assessment Phase and subsequently will proceed through the second and third phases.

Student Achievement Accountability Committee
Accountability System

Phases	I Development/Assessment Phase	II Resource/Assistance and Restructuring Phase	III Renewal Phase	III Development/Assessment Phase
Time	February 1993–June 1993	September 1993–June 1995*	1995–	1994–1995
Action	◗ SAAC and area assistant superintendents select 10 demonstration schools ◗ Demonstration schools conduct assessment of site needs ◗ District Assistance Teams are formed on the basis of site needs ◗ Subject to the consensus agreement of their site governance teams, demonstration schools will • Infuse accountability into existing planning processes, with District Assistance Team and SAAC input to include recognition and intervention measures • Redirect resources and staff to support process • Develop intervention plans with SAAC for districtwide accountability system • Assist in the development of district standards, alternative assessments, learner outcomes and performance content • Articulate accountability process to stakeholders • Agree to staff development • Provide parental training	◗ Demonstration schools implement accountability process ◗ Continue staff development ◗ Continue parental training ◗ District Assistance Teams continue to provide support to demonstration schools ◗ Demonstration schools conduct ongoing self-assessment ◗ Community collaboration ◗ Continue staff training in standards, alternative assessments and performance content ◗ Review site learner outcomes ◗ Assess progress/lack of progress through multiple indicators and review processes ◗ Site governance team refers assessment findings to District Accountability Committee for review in conjunction with other review processes * Timeline may be adjusted	**Demonstration Schools** ◗ Recognition and intervention measures predetermined by the site in Phase I and Phase II are implemented ◗ When progress is made, examples of actions may include • Maintenance of focus • Recognition • Incentives ◗ When lack of progress is manifested, examples of actions may include • Redirection of focus • Personnel adjustments • Reduction of site control over site funding sources • Mandated staff development activities • Contractual agreement with an outside agency • Receivership	**District Schools** All district schools will become accountable according to the process described and will follow the steps and procedures outlined under phases I, II, and III for demonstration schools.

APPENDIX B

1994-95 LAD EVALUATION PLAN

Evaluation of the
Leadership in Accountability Demonstration (LAD) Schools
Two-Part Study: 1994-95

Purpose of Study	Proposed Process	Timeline
Interim report on the implementation of accountability at the ten original LAD schools, to provide: • performance level ratings for each accountability element, with comments and observations about site activity • information/"exemplars" for LAD I and II schools	• Development of holistic scoring rubric for each of the accountability elements (committee of LAD site representatives) • School self-assessment using holistic rubrics • Validation review by evaluators (PAA staff) with DAAC observers	September 1994 November 1994 December 1994 Board Report: January 1995
Evaluation of the first two years of the LAD I project, to identify: • implementation process, including integration of accountability into school planning • involvement of all stakeholder groups: teachers, other staff, Gov. Team/SSC, parents, students, community • initial effects of accountability implementation on: student achievement, instructional practices, staff morale, parent/community involvement, school climate, etc. • factors that contributed to or impeded implementation of accountability • resources, support used/needed • LAD schools assistance to other schools (LAD II and beyond)	• Group interview of site LAD team • Survey of: teachers, other staff, parents • Review of site documentation: site plans, assessments, staff development agendas, governance team minutes/agendas, etc. • Group interviews: teachers, other site staff, parents, students, governance team; advocates • Observations: classroom/schoolwide activities identified by sites • Review of student achievement data: --site based assessments --test results (as available/applicable) • Review of 16 Expectations' performance indicators Evaluators: • PA/PAA staff for teacher/staff interviews and site observations • Consultant for parent contacts	April 1995 April-May 1995 April-May 1995 May 1995 May 1995 June 1995 June 1995 Board Report: September 1995

APPENDIX C

ACCOUNTABILITY RUBRICS

ARTICULATION AND IMPLEMENTATION OF AN ACCOUNTABILITY SYSTEM

Level 4

The school has fully implemented their site-developed accountability system. Accountability has been completely integrated into school planning processes with the involvement of all stakeholder groups. The accountability system is responsive to the identified needs of students, and includes the following elements: student achievement goals and outcomes based on state/district/site standards, appropriate means of assessing attainment of the outcomes, a set of appropriate recognition and intervention measures, and public reporting practices. Expectations for student achievement have been articulated to all stakeholders and provide the central focus for teaching and learning. Stakeholders know their roles and demonstrate their responsibilities for student achievement. An ongoing self-review process is in place through which the governance team coordinates the evaluation and communication of student achievement and the school's progress toward meeting the identified goals and expectations.

Level 3

The school has used key documents* to develop a site accountability system. Accountability has been integrated into school planning processes with the involvement of most stakeholders. The accountability system includes student achievement goals and outcomes based on state/district/site standards, appropriate means of assessment, a set of recognition and intervention measures, and public reporting practices. Expectations for student achievement have been clearly articulated and most stakeholders consistently use them to focus teaching and learning. Stakeholders know their roles and generally demonstrate their responsibilities for student achievement. The governance team has implemented a self-review process to coordinate the evaluation and communication of student achievement and the school's progress toward meeting the identified goals and expectations.

Level 2

The school is in the process of developing an accountability system and integrating it into school planning processes. Stakeholders are examining key documents* and beginning to: select standards and develop learner outcomes, identify and/or develop related assessments, develop a system of recognition and intervention, and make plans for communication and public reporting. Some expectations for student achievement have been articulated, but may not be consistently used to focus teaching and learning. Some stakeholders know their roles and responsibilities for improving student achievement. The governance team is beginning to develop a self-review process to evaluate and communicate school performance in accountability for student achievement.

Level 1

The school is becoming aware of the elements involved in an accountability system, and the need to integrate accountability into school planning processes. Stakeholders are being identified, and the school is in the process of conducting an accountability needs assessment. Roles and responsibilities, and expectations for student achievement, are known to some stakeholders. The governance team is discussing accountability, and beginning to determine its role in the implementation of the accountability system.

*Key documents may include: Task Force Reports--*It's Elementary, Caught in the Middle, Second to None*; California State Curriculum Frameworks; district goals and expectations; national, state, and district standards.

STANDARDS
(Content, Performance, Opportunity to Learn)

Level 4

The school has identified standards, and prioritized the standards based on site-identified needs. Learner outcomes and observable behaviors have been collaboratively developed based on the standards, district goals and expectations, and the school's selected area(s) of focus. The standards, learner outcomes, and observable behaviors have been clearly articulated to the entire educational community. Staff members are fully involved in professional development that focuses on improving teaching practices as they relate to standards and learner outcomes. On an ongoing basis, staff members review the learner outcomes and observable behaviors and adjust instructional practices to meet the diverse needs of their student population. Standards, learner outcomes, and the related assessments serve as the basis for recognition and intervention to ensure progress in student achievement.

Level 3

The school has identified standards based on site needs, and collaboratively developed learner outcomes and observable behaviors based on the standards, district goals and expectations. The standards, learner outcomes, and observable behaviors have been articulated to most of the educational community. Professional development has been designed to focus on improving teaching practices as related to the standards and learner outcomes. Most staff members regularly review the learner outcomes and observable behaviors and adjust instructional practices to meet the needs of the student population. Standards, learner outcomes, and the related assessments generally serve as the basis for recognition and intervention.

Level 2

The school is in the process of examining site needs, identifying standards based on those needs, and developing learner outcomes and observable behaviors based on the standards, district goals and expectations. Stakeholders are participating in professional development that focuses on the process of identifying standards, developing learner outcomes, and improving instructional practices.

Level 1

The school is examining key documents relating to standards (e.g., Task Force Reports--*It's Elementary, Caught in the Middle, Second to None*, California State Frameworks and Model Curriculum Guides, national and district standards). Stakeholders are learning the terminology (e.g. standards, learner outcomes, observable behaviors), and the staff is engaging in dialogue related to standards.

ASSESSMENT

Level 4

(The site assessment process is in place at least in the school's area of focus, and is in the process of development and implementation for other academic areas.)

Multiple forms of assessment are utilized in identifying student progress toward the learner outcomes and standards. Students have a variety of opportunities and contexts in which to demonstrate what they know and can do in relation to the learner outcomes. Teachers play a central role in the development and/or selection of the assessments. Teachers meet regularly to collaboratively examine student work and improve the teaching and learning process. Assessments are reviewed and adjusted to meet the needs of the diverse student population. Materials and resources are available for effective instruction and assessment. Students are actively involved in examining and assessing their own work. Stakeholders use information from the assessments, as well as a variety of other indicators, to evaluate the educational program and inform the recognition and intervention process.

Level 3

(The site assessment process is in place at least in the school's area of focus, and is in the process of development and implementation for a second focus area.)

Several forms of assessment are utilized in identifying student progress toward the learner outcomes and standards, and students have various opportunities to demonstrate what they know and can do. Teachers are involved in the development and/or selection of the assessments, and the school is piloting and revising assessment measures. Teachers meet to collaboratively examine student work, and modify the teaching and learning process. Assessments are adjusted to meet the needs of the student population. Students are involved in examining and assessing their own work. Assessment information is generally used to evaluate the school program and inform the recognition and intervention process.

Level 2

(The site assessment process is in development in the school's area of focus.)

The school site is researching performance assessments through looking at the Task Force Reports (*It's Elementary, Caught in the Middle, Second to None*), the State Curricular Frameworks, national and district standards, other schools' assessment measures, and on-site assessments already in place. Grade level/department/committee meetings are being held to identify school population needs and select or develop appropriate performance-based assessments correlated to the site-identified learner outcomes. The school is beginning to establish a collaborative atmosphere for teachers to examine student work, and students are beginning to be involved in the examination and assessment of their own work.

Level 1

The school site has selected an area of focus, and is beginning to investigate various assessments and how they relate to standards and learner outcomes. The site is beginning to identify needed inservice training in the area of assessment, and is developing a time line and plan of action.

RECOGNITION AND INTERVENTION

Level 4

There is a clearly defined, ongoing self-review process in place, and all stakeholders (staff, parents/ community, students) can articulate their roles and responsibilities for student achievement. A recognition and intervention system is being implemented for all stakeholders that is directly related to achievement of the school's identified standards and learner outcomes, and the district goals and expectations.

Recognition
A recognition system is implemented and is consistently supported by all stakeholders. This system identifies and provides appropriate recognition to stakeholders who have contributed to improved student achievement and progress toward the school's goals and expectations.

Intervention
A system of intervention is implemented and consistently supported by all stakeholders. This system identifies and provides appropriate support for stakeholders requiring assistance to improve student achievement and meet school goals and expectations

Level 3

An ongoing self-review process has been developed and most stakeholders can articulate their roles and responsibilities for student achievement. A recognition and intervention system is being implemented for most stakeholders, and it is directly related to achievement of the school's identified standards and learner outcomes, and the district goals and expectations.

Recognition
A recognition system is implemented to celebrate contributions stakeholders have made to improving student achievement and progressing toward the school's goals and expectations.

Intervention
A system of intervention is implemented which identifies and provides appropriate support for stakeholders requiring assistance to improve student achievement and meet school goals and expectations.

Level 2

The school is working on implementing a self-review process, and identifying the roles and responsibilities of stakeholders in improving student achievement. A recognition and intervention system is being developed. Some recognition and intervention processes may be in place, but they are not necessarily related to achievement of the school's identified standards and learner outcomes.

Recognition
There is a process for recognition of stakeholders, and the recognition is sometimes related to student achievement and the school's goals and expectations.

Intervention
There are intervention processes in place at the schools which are sometimes related to the improvement of student achievement and completion of the school goals and expectations.

Level 1

The school has not yet developed a self-review process or identified the roles and responsibilities of all stakeholders in improving student achievement. Some recognition and intervention processes are in place, but they are not aligned with the school's identified standards and learner outcomes.

Recognition
There is recognition of stakeholders which is not necessarily related to student achievement and the school's goals and expectations.

Intervention
There are some intervention processes in place which are not focused on the improvement of student achievement and completion of the school's goals and expectations

PUBLIC REPORTING

Level 4

Student achievement is the primary focus of the accountability reporting process, and accountability reporting is an integral part of school planning processes. There is a comprehensive understanding among all stakeholders of the school's goals, expectations, timelines, and responsibilities. There is a well-defined, two-way system of communication among stakeholders about student achievement and progress toward the school goals and expectations. The governance team coordinates an ongoing self-review process to evaluate and communicate school performance in accountability for student achievement.

Level 3

Student achievement is the focus of the accountability reporting process, and accountability reporting is part of school planning processes. There is an understanding among most stakeholders of the school's goals, expectations, timelines, and responsibilities. A two-way communication system involves most stakeholders in discussions about student achievement and progress toward the school goals and expectations. The governance team coordinates an ongoing self-review process to evaluate and communicate school performance in accountability for student achievement.

Level 2

The school conducts some accountability reporting activities which may focus on student achievement; accountability reporting is not fully integrated into the school planning processes. There is a partial understanding, which varies among different stakeholder groups, of the school's goals, expectations, timelines, and responsibilities. While there is not yet a schoolwide system of communication, some stakeholders (e.g., grade levels/departments, school committees, parent/teacher conferences) are involved in discussions about student achievement and progress toward school goals and expectations. Communication is generally one-way, from the school to the parents and/or community. The governance team is beginning to develop a self-review process to evaluate and communicate school performance in accountability for student achievement.

Level 1

School reporting activities may or may not focus on student achievement, and accountability reporting is not part of the school planning processes. Stakeholder groups have a limited understanding of the school's goals, expectations, timelines, and responsibilities. Teachers may spend some time discussing student achievement and/or reporting to parents on an individual basis; there is minimal involvement of or communication with other stakeholders. The governance team is beginning to discuss their role in conducting a school self-review to evaluate and communicate school performance in accountability for student achievement.

APPENDIX D

ACCOUNTABILITY RUBRIC SUMMARY MATRIX

Planning, Assessment, and Accountability Division

Accountability Rubric Summary Matrix

December 20, 1994

	Level 4	Level 3	Level 2	Level 1
Articulation and Implementation	• Fully implemented site-developed accountability system. • Accountability completely integrated into school planning process. • Involvement of all stakeholders. • Responsive to the identified needs of students. • Includes student achievement goals and outcomes based on state/district/site standards, appropriate means of assessing attainment of the outcomes, a set of appropriate recognition and intervention measures, and public reporting practices. • Student achievement expectations have been articulated to all stakeholders and provide the central focus for teaching and learning. • Stakeholders know their roles and demonstrate their responsibilities for student achievement. • Ongoing self-review process is in place. • Governance team coordinates the evaluation and communication of student achievement and the school's progress.	• Key documents used to develop accountability system. • Accountability integrated into school planning process. • Involvement of most stakeholders. • Accountability system includes student achievement goals and outcomes based on state/district/site standards, appropriate means of assessment, a set of recognition and intervention measures, and public reporting practices. • Expectations for student achievement have been clearly articulated and most stakeholders consistently use them to focus teaching and learning. • Stakeholders know their roles and generally demonstrate their responsibilities for student achievement. • Governance team has implemented a self-review process to coordinate the evaluation and communication of student achievement and the school's progress.	• Developing an accountability system. • Integrating accountability into school planning process. • Stakeholders are examining key documents. • Beginning to: select standards and develop learner outcomes, identify and/or develop related assessments, develop a system of recognition and intervention, and make plans for communication and public reporting. • Some expectations for student achievement have been articulated, but may not be consistently used to focus teaching and learning. • Some stakeholders know their roles and responsibilities for improving student achievement. • Governance team is beginning to develop a self-review process to evaluate and communicate school performance.	• Aware of the elements involved in an accountability system. • Aware of the need to integrate accountability into school planning process. • Stakeholders are being identified. • Conducting an accountability needs assessment. • Some stakeholders know roles and responsibilities, and expectations for student achievement. • Governance team is discussing accountability and its role in implementation.
Standards	• Prioritized standards based on site-identified needs. • Learner outcomes and observable behaviors collaboratively developed based on the standards, district goals and expectations, and the selected area(s) of focus. • Outcomes clearly articulated to the entire educational community. • Professional development, with full involvement, focuses on improving teaching practices related to standards and learner outcomes. • On an ongoing basis, staff members review the learner outcomes and observable behaviors and adjust instructional practices. • Standards, learner outcomes, and the related assessments serve as the basis for recognition and intervention.	• Standards have been identified based on site needs. • Learner outcomes and observable behaviors have been collaboratively developed based on the standards, district goals and expectations. • These have been articulated to most of the educational community. • Professional development focuses on improving teaching practices as related to the standards and learner outcomes. • Most staff members regularly review the learner outcomes and observable behaviors and adjust instructional practices. • Standards, learner outcomes, and the related assessments generally serve as the basis for recognition and intervention.	• Site needs are being examined. • Standards based on needs are being identified and learner outcomes and observable behaviors based on the standards, district goals and expectations are being developed. • Stakeholders are participating in professional development focused on standards, learner outcomes, and improving instructional practices.	• Key documents relating to standards are being examined. • Staff are learning the terminology. • Staff is engaging in dialogue related to standards.

BEST COPY AVAILABLE

	Level 4	Level 3	Level 2	Level 1
Assessment	• The site assessment process is in place at least in the school's area of focus, and is being developed and implemented for other academic areas. • Multiple assessments are utilized in identifying student progress toward the learner outcomes and standards. • Students have a variety of opportunities and contexts in which to demonstrate what they know and can do in relation to the learner outcomes. • Teachers play a central role in the development and/or selection of the assessments and meet regularly to examine student work and improve the teaching and learning process. • Assessments are reviewed and adjusted to meet the needs of the diverse student population. • Materials and resources are available for effective instruction and assessment. • Students are actively involved in examining and assessing their own work. • Stakeholders use information from the assessments, as well as a variety of other indicators, to evaluate the educational program and inform the recognition and intervention process.	• The site assessment process is in place at least in the school's area of focus, and is being developed and implemented for a second focus area. • Several assessments are utilized in identifying student progress toward the learner outcomes and standards. • Students have various opportunities to demonstrate what they know and can do. • Teachers are involved in the development and/or selection of the assessments. • School is piloting and revising assessment measures. • Teachers meet to collaborstively examine student work, and modify the teaching and learning process. • Assessments are adjusted to meet the needs of the student population. • Students are involved in examining and assessing their own work. • Assessment information is generally used to evaluate the school program and inform the recognition and intervention process.	• The site assessment process is being developed in the school's focus area. • Performance assessments are being researched. • Grade level/department/committee meetings are being held to identify student needs and select or develop appropriate performance-based assessments correlated to the site-identified learner outcomes. • Beginning to establish a collaborative atmosphere for teachers to examine student work. • Students are beginning to be involved in the examination and assessment of their own work.	• Area of focus selected. • Beginning to investigate various assessments and how they relate to standards and learner outcomes. • Beginning to identify needed assessment inservice training. • Developing a time line and plan of action.
Recognition and Intervention	• Clearly defined, ongoing self-review process. • All stakeholders can articulate their roles and responsibilities for student achievement. • Directly related to achievement of the school's identified standards and learner outcomes, and the district goals and expectations. • Recognition is implemented and is consistently supported by all stakeholders and identifies and provides appropriate recognition to stakeholders who have contributed to improved student achievement and progress toward the school's goals and expectations. • Intervention is implemented and consistently supported by all stakeholders and identifies and provides appropriate support for stakeholders requiring assistance to improve student achievement and meet school goals and expectations.	• Ongoing self-review process has been developed. • Most stakeholders can articulate their roles and responsibilities for student achievement. • Implemented for most stakeholders. • Directly related to achievement of the school's identified standards and learner outcomes, and the district goals and expectations. • Recognition celebrates contributions stakeholders have made to improve student achievement and progress toward the school's goals and expectations. • Intervention identifies and provides appropriate support for stakeholders requiring assistance to improve student achievement and meet school goals and expectations.	• Working on implementing a self-review process. • Identifying the roles and responsibilities of stakeholders in improving student achievement. • Some processes may be in place, but they are not necessarily related to achievement of the school's identified standards and learner outcomes. • Recognition is sometimes related to student achievement and the school's goals and expectations. • Intervention is sometimes related to the improvement of student achievement and completion of the school goals and expectations.	• No self-review process developed. • No identified roles and responsibilities of stakeholders in improving student achievement. • Some processes are in place, but they are not aligned with the school's identified standards and learner outcomes. • Recognition of stakeholders which is not necessarily related to student achievement and the school's goals and expectations. • Some intervention processes which are not focused on the improvement of student achievement and completion of school's goals and expectations.
Public Reporting	• Student achievement is the primary focus of the accountability reporting process. • Accountability reporting is an integral part of school planning processes. • All stakeholders understand the school's goals, expectations, timelines, and responsibilities. • Well-defined, two way system of communication exists among stakeholders about student achievement and progress toward goals and expectations. • Governance team coordinates an ongoing self-review process to evaluate and communicate school performance regarding student achievement.	• Student achievement is the focus of the accountability reporting process. • Accountability reporting is part of school planning process. • Understanding among most stakeholders of the school's goal, expectations, timelines, and responsibilities. • Two-way communication system involves most stakeholders in discussions about student achievement and progress toward goals and expectations. • Governance team coordinates an ongoing self-review process to evaluate and communicate school performance regarding student achievement.	• Some accountability reporting activities which may focus on student achievement. • Accountability reporting is not fully integrated into the school planning processes. • Partial understanding, varying among different stakeholder groups, of the school's goals, expectations, timelines, and responsibilities. • No schoolwide system of communication, though some stakeholders are involved in discussions about student achievement and progress toward goals and expectations. Communication is generally one way. • Governance team is beginning to develop a self-review process to evaluate and communicate school performance regarding student achievement.	• Reporting activities may or may not focus on student achievement. • Accountability reporting is not part of the school planning processes. • Stakeholder groups have a limited understanding of the school's goals, expectations, timelines, and responsibilities. • Teachers may spend some time discussing student achievement and/or reporting to parents individually with minimal involvement of or communication with other stakeholders. • Governance team is beginning to discuss their role in conducting a school self-review to evaluate and communicate school performance regarding student achievement.

APPENDIX E

SELF-ASSESSMENT AND VALIDATION REVIEW RATING SHEET

SELF-ASSESSMENT AND VALIDATION REVIEW RATING SHEET
LEADERSHIP IN ACCOUNTABILITY DEMONSTRATION (LAD) SCHOOLS

School Name _____ **Principal/Site Advocate** _____

Date of Self-Assessment _____ Date of Validation Review _____

Self-Assessment conducted by: (Name/Stakeholder Group)
_____
_____
_____
_____

Validation Reviewer _____
DAAC Observer(s) _____
_____
_____

ARTICULATION AND IMPLEMENTATION OF AN ACCOUNTABILITY SYSTEM

Self-Assessment Rating 4 3 2 1

Evidence/Documentation Reviewed: _____
_____
_____

Observations/Explanations: _____
_____
_____
_____

Validation Review Rating 4 3 2 1

Evidence/Docmentation Reviewed: _____
_____
_____

Observations/Explanations: _____
_____
_____
_____

STANDARDS

Self-Assessment Rating 4 3 2 1

Evidence/Documentation Reviewed: _____
_____
_____

Observations/Explanations: _____
_____
_____
_____

Validation Review Rating 4 3 2 1

Evidence/Docmentation Reviewed: _____
_____
_____

Observations/Explanations: _____
_____
_____
_____

E-3

10/31/94 PAA Division

ASSESSMENT

Self-Assessment Rating 4 3 2 1

Evidence/Documentation Reviewed: _____

Observations/Explanations: _____

Validation Review Rating 4 3 2 1

Evidence/Docmentation Reviewed: _____

Observations/Explanations: _____

RECOGNITION AND INTERVENTION

Self-Assessment Rating: Overall 4 3 2 1
Recognition 4 3 2 1
Intervention 4 3 2 1

Evidence/Documentation Reviewed: _____

Observations/Explanations: _____

Validation Review Rating: Overall 4 3 2 1
Recognition 4 3 2 1
Intervention 4 3 2 1

Evidence/Docmentation Reviewed: _____

Observations/Explanations: _____

PUBLIC REPORTING

Self-Assessment Rating 4 3 2 1

Evidence/Documentation Reviewed: _____

Observations/Explanations: _____

Validation Review Rating 4 3 2 1

Evidence/Docmentation Reviewed: _____

Observations/Explanations: _____

E-4